

Change Talk Exercise

1. I am worried that if I don't get control of this class soon that I'm not going to make it through the year.
2. It seems like we're wasting a lot of time this year waiting for students to settle down.
3. Yeah, I know it is important to use reinforcement, but you know this year I have the a less challenging group and I don't think they need it.
4. I would like to be better at incorporating differential reinforcement into my classroom.
5. I think I am doing as well as I can at this point.
6. Well, I wouldn't mind cutting down on the stress of prepping materials.
7. I've *got* to get this under control.
8. I don't believe I should have to deal with the behaviors I see all the time in my classroom. I got in the profession to teach.
9. I wish I could better deal with self-injurious behavior.
10. I wouldn't mind trying some new strategies.
11. I have already tried all the things you are suggesting.
12. I want to be a better teacher.
13. It is pretty scary thinking about how aggressive the students in my classroom can be.
14. I don't see a need for new strategies, I know them all since I just finished my master's degree.
15. These students should be in a self-contained classroom.

Questions that Evoke Change Talk

Desire for Change

- What are your thoughts about how things are going in your classroom with Ms. A?
- How do you feel about (specific behavior)? How much does that concern you?
- Tell me about things you want to be different.
- What do you think will happen if you don't make a change?

Ability/Optimism About Change

- What makes you think that if you decide to make a change that you could do it?
- What encourages you to feel like you can change if you want to?
- What do you think would work for you, if you decided to change?
- What would make you feel even more confident that you could make a change?
- What personal strengths do you have that will help you succeed?

Reasons/Benefits of Change

- How would you like things to be different?
- What would be some good things about improving (specific behavior)?
- If you could make this change immediately, by magic, how would things be different?
- What would be the advantages of making this change?

Need/Disadvantage Of Status Quo

Problem Recognition

- What makes you think that you may need to make a change?
- What things make you think that (specific behavior) is a problem?
- What difficulties have you had in relation to (specific behavior)?
- In what ways has this been a problem for you?
- What makes you feel like you should do something different?

Concern

- What worries you about (specific behavior)?
- What can you imagine happening to you as a result of (specific behavior)?
- In what ways does this concern you?
- What do you think will happen if you don't make a change?

Commitment/Intention to Change

- If you could easily make any changes, what would be different?
- Where are you in terms of changing your behavior at this point?





Strategies for Evoking Change Talk

1. Ask Evocative Questions

Ask open questions, the answer to which is change talk. Why would you want to make this change? (Desire)

How might you go about it, in order to succeed? (Ability) What are the three best reasons for you to do it? (Reasons) How important is it for you to make this change? (Need) So what do you think you'll do? (Commitment)

2. Ask for Elaboration

When a change talk theme emerges, ask for more detail. "In what ways?"
"What else?"

3. Ask for Examples

When a change talk theme emerges, ask for specific examples. "When was the last time that happened?"
"Give me an example."

4. Look Back & Forward

Looking back on the positive: Ask about a time before the current concern emerged.
"How were things better, different?"
Taking a glance into the future: Ask what may happen if things continue as they are (status quo). "If you were 100% successful in making the changes you want, what would be different?"
"How would you like your life to be five years from now?"

5. Query Extremes

Ask questions that challenge the potential outcomes:
"What are the worst things that might happen if you don't make this change?" "What are the best things that might happen if you do make this change?"

6. Use Change & Confidence Rulers

Ask, "On a scale from 0 to 10, how important is [target change] – where 0 is not at all important, and 10 is extremely important?"

Not at all Important					Important					Extremely Important
0	1	2	3	4	5	6	7	8	9	10

Follow up: And why are you at _____ and not zero? What might happen that could move you from _____ to [higher score]? Instead of "how important" (need), you could also ask how much you want (desire), or how confident you are that you could (ability), or how committed are you to _____ (commitment).

7. Explore Goals and Values

Ask what the person's guiding values are. What do they want in life?
Using a values card sort can be helpful here. If there is a "problem"



behavior, ask how that behavior fits in with the person's goals or values. Does it help realize a goal or value, interfere with it, or is it irrelevant?

MI Personal Development Planning Sheet

MI Strengths?	MI Areas for Growth?
<div style="margin-bottom: 10px;"><input type="checkbox"/> MI Spirit</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Partnership <input type="checkbox"/> Acceptance <input type="checkbox"/> Compassion <input type="checkbox"/> Evocation </div> <div style="margin-bottom: 10px;"><input type="checkbox"/> OARS</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Asking open-ended questions <input type="checkbox"/> Giving affirmations <input type="checkbox"/> Using reflections <div style="margin-left: 20px;"> <input type="radio"/> Simple <input type="radio"/> Complex </div> <input type="checkbox"/> Providing summaries </div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Change talk</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Hearing change talk <input type="checkbox"/> Evoking change talk </div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Developing discrepancies</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> MI Processes</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Engaging <input type="checkbox"/> Focusing <input type="checkbox"/> Evoking <input type="checkbox"/> Planning </div>	<div style="margin-bottom: 10px;"><input type="checkbox"/> MI Spirit</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Partnership <input type="checkbox"/> Acceptance <input type="checkbox"/> Compassion <input type="checkbox"/> Evocation </div> <div style="margin-bottom: 10px;"><input type="checkbox"/> OARS</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Asking open-ended questions <input type="checkbox"/> Giving affirmations <input type="checkbox"/> Using reflections <div style="margin-left: 20px;"> <input type="radio"/> Simple <input type="radio"/> Complex </div> <input type="checkbox"/> Providing summaries </div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Change talk</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Hearing change talk <input type="checkbox"/> Evoking change talk </div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Developing discrepancies</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> MI Processes</div> <div style="margin-left: 20px;"> <input type="checkbox"/> Engaging <input type="checkbox"/> Focusing <input type="checkbox"/> Evoking <input type="checkbox"/> Planning </div>
What training opportunities or experiences can improve my areas for growth?	
<div style="margin-bottom: 5px;"><input type="checkbox"/> Reread sections of this book related to that growth area</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Complete exercises and use forms in this book related to that growth area</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Use one or more of the fidelity assessment tools described in Chapter 11</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Start a reading and resource group on MI in your school</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Look for resources on motivational interviewing.doc related to that growth area</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Read additional books on MI</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Attend workshops on MI</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Other _____</div>	
Goals and Plan	
<p><i>My goal to improve my MI skills is to focus on the following growth area _____ . To achieve this goal I will use the following training opportunity _____. I will achieve this goal by _____ (date) and will reassess my plan.</i></p>	

Resources

MI Webpage: <http://www.motivationalinterview.org/>

MI Resource: <http://www.motivationalinterviewing.org/>

Training videos: [http://motivationalinterview.org/quick links/multimedia.html](http://motivationalinterview.org/quick_links/multimedia.html)

Training handouts: <http://prevention.missouri.edu>

Books

Herman, K.C., Reinke, W., Frey, A., & Shepard, S. (2013). *Motivational interviewing in schools: Strategies for engaging parents, students, and teachers*. New York: Springer.

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3rd ed.). New York: Guilford.

Reinke, W., Herman, K.C., & Sprick, R. (2011). *Motivational interviewing for effective classroom management: The Classroom Check-Up*. New York: Guilford Press.

Sprick, R., Knight, J., Reinke, W.M., & McKale, T. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches (2nd Edition)*. Pacific Northwest Publishing: Eugene, OR.